

CHAPTER II

REVIEW OF LITERATURE

A. The Previous Studies

In 2009, Lailatul Hidayah did a research on the implementation of School-based Curriculum (SBC) in English teaching – learning process for 8th grade of Islamic Junior High School Darussalam Gresik. The researcher found that the implementation of English in that school was successful. The researcher generally did a research on listening, speaking, reading, and writing skills through two cycles and four suggestions. The research showed the successful value in the implementation of the curriculum of SBC in that school. The researcher also found that the implementation of SBC in English teaching learning was successful through Literacy Approach namely teaching – learning of four English skills (listening, speaking, reading, and writing) using texts in the Junior High School Level.

In this study, the researcher focused on the school's strategy of SBC implementation for English speaking skill, the supporting and hindering factors, and how to deal with the difficulties of SBC implementation for English speaking skill. The research's subject was SMA Khadijah Surabaya that is located on Jl. A. Yani No. 2 – 4 Wonokromo Surabaya East Java.

B. Curriculum

The word of curriculum derives from the word *curere* (Latin language) that means *running quickly, hurry, and going through*.¹ The definitions of curriculum have developed as line with the periods and distinctions according to the experts. Some experts explained definitions according to their views.

William B. Ragan stated that, "...traditionally, the curriculum has meant the subject taught in school, or course or study."² Whereas Saylor J. Gallen & William N. Alexander explained that curriculum is sum total of the school efforts to influence learning whether in the classroom, playground or out of the school.³

Curriculum is a set of plans and rules concerning aims, contents, and subject materials and the ways that are used as a guidance to hold learning process to achieve the certainly goals education.⁴

In the development, the curriculum needs a guidance to reach an intended destination. One of the experts, Ralph Tyler explained principles in arrangement of curriculum namely:

1. Philosophy of nation, society, school, and teachers (philosophy aspect)
2. Hope and need of society (parents, culture society, government, religion, economy, etc) (social aspect)
3. Reality of child such as physical growing, mentality, psychology, emotion, social and ways of the child to learn. (psychology aspect)

¹Hendyat Soetopo – Wasty Soemanto, *Pembinaan dan Pengembangan Kurikulum* (Jakarta: PT. Bumi Aksara, 1993), 12 – 13.

²Ibid, 13.

³Ibid, 14.

⁴Badan Standar Nasional Pendidikan – Depdiknas, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (Jakarta: Depdiknas, 2006), 5.

4. Reality of knowledge or science discipline (academic aspect)⁵

Curriculum is an important thing to achieve the goal of education in order to build the better life. Even, an expert, Patrick Slattery, said in his book: “I believe that curriculum and instruction are the very heart and soul of schooling.”⁶

The curriculum becomes a guidance to create a good global relationship both of between human being and nations, “I am inspired by Huebner, and I believe that curriculum and teaching are first and foremost a cosmological enterprise directed toward understanding the universe.”⁷

C. School-based Curriculum (SBC)

School-based Curriculum is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in Indonesian language. It is an operational curriculum that is arranged and conducted by every unit of educational institution (school). SBC consists of aims of education for unit level of educational institution, timeline, and syllabus.⁸

The principles of SBC arrangement are: 1) Centered on the needs, requirements, and interests of learners and the environment, 2) Diverse and integrated, 3) Responsive to development of science, technology, and art, 4) Relevant to the needs of life, 5) Comprehensive and sustainable, 6) Lifelong

⁵S. Nasution, *Kurikulum dan Pengajaran* (Bandung: Bumi Aksara, 2001), 6.

⁶Patrick Slattery, *Curriculum Development in the Postmodern Era Second Edition* (New York: Routledge Taylor & Francis Group, 2006), xiv.

⁷Ibid, xvi.

⁸Badan Standar Nasional Pendidikan – Depdiknas, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (Jakarta: Depdiknas, 2006), 5.

learning, 7) Balance between national interests and the interests of area.⁹

The operational preparation of reference SBC are: 1) Increase of faith and piety and noble character, 2) Increased potential, intelligence, and interest in accordance with developmental levels and abilities of learners, 3) Diversity and potential of the area and environmental characteristics, 4) Demands of regional and national development, 5) Demands of workplace, 6) Development of science, technology, and art, 7) Religion, 8) The dynamics of global development, 9) The National unity and national values, 10) Local social and cultural conditions, 11) Gender equality, 12) Characteristic of educational institution (school).¹⁰

The development of curriculum needs the consideration of teachers towards environment and students. There are some most important factors that need to be considered by teacher, they are:

- 1) The small amount of time available for the course
- 2) The large size of the classes
- 3) The wide range of proficiency in the class
- 4) The immediate survival needs of the learners
- 5) The lack of appropriate reading materials
- 6) The teachers' lack of experience and training

⁹Ibid, 5.

¹⁰Ibid, 7.

- 7) The learners' use of the first language in the classroom
- 8) The need for the learners to be more autonomous¹¹

Implementation of SBC also uses principles in the processing of education as stated in unit III chapter 4 the rule of the Minister of National Education, namely:

- 1) Education held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and pluralistic nation.
- 2) Education is organized as a single unit with open systems and systemic multivalues .
- 3) Organized education as a process of acculturation and the empowerment of learners that last a lifetime.
- 4) Education is organized by an example, a willingness to build and develop the creativity of learners in the learning process.
- 5) Education is organized by developing a culture of reading, writing, and numeracy for all members of society.
- 6) Education is organized by empowering all components of society through participation in the organization and quality control services.

D. SBC Documents

1. Document 1

¹¹ I. S. P. Nation – John Macalister, *Language Curriculum Design* (New York: Routledge Taylor & Francis group, 2010), 4.

- a. The aims of the educational unit (school).
- b. The structure and content of curriculum that contain of:
 - the main subjects
 - local subjects
 - self-development
 - management of subject's credit
 - minimum mastery criteria (KKM)
 - requirements of advance class and graduation
 - education of life skill
 - local and global based education.
- c. Timeline

2. Document 2

- a. Syllabus

Syllabus describes a unity of elements of curriculum as guidance in teaching – learning process. The elements are standard competency (SK), basic competency (KD) indicators, treatments, assessments, and resources. They are parts of syllabus that draws the things as detail. Penny Ur states that:

A syllabus is a document which consists, essentially of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school program): it is therefore comprehensive. The actual components of the list may be either content items (words, structures, topics), or process ones (tasks,

methods). The former is the more common: for some of the possibilities.¹²

Syllabus is different from curriculum, if a curriculum is a term that is used to determine a reference of teaching – learning process generally; a syllabus is a part of curriculum that determines the details, such as the material, treatment, and assessment. Some curriculum designers distinguish curriculum from syllabus. In the model, both the outer circles and the inner circle make up the curriculum. The inner circle represents the syllabus.¹³

The inner circle has goals as its centre. This is meant to reflect the importance of having clear general goals for a course. The content and sequencing part of the inner circle represents the items to learn in a course, and the order in which they occur, plus the ideas content if this is used as a vehicle for the items and not as a goal in itself.¹⁴

A good syllabus has important contents like assessment type that is suitable with the material and teaching method in order to reach the objectives of teaching and learning process. Some characteristics of syllabus are: 1) It consists of a comprehensive list to: content items (words, structures, topics); process items (tasks, methods), 2) It is ordered

¹²Penny Ur, *A Course in Language Teaching – Practice and Theory* (Cambridge: Cambridge University Press, 2009), 176.

¹³I. S. P. Nation – John Macalister, *Language Curriculum Design* (New York: Routledge Taylor & Francis group, 2010), 1.

¹⁴Ibid, 2.

(easier, more essential items topics), 3) It has explicit objectives (usually expressed in the introduction), 4) It is a public document, 5) It may indicate a time schedule, may indicate a preferred methodology or approach, 6) It may recommend materials.¹⁵

In the general guidance of SBC, there are several guides to design syllabus, namely: 1) scientific, 2) relevant, 3) systematic, 4) consistent, 5) adequate, 6) actual and contextual, 7) flexible, 8) comprehensive.¹⁶

Timeline of syllabus as in the general guidance, such as:

- 1) Syllabus subjects are ordered by entire allocation of time given to the subjects during the education in the educational unit level.
- 2) Preparation of the syllabus provided by the allocation of time per semester, per year, and the allocation of time for another group of subjects.
- 3) Implementation of learning per semester using a fragment of the syllabus in accordance with the standard competency and basic competency for subjects with the allocation of the available time on the structure of the curriculum. For SMK / MAK using a fragment of the syllabus based on units of competency.

¹⁵Penny Ur, *A Course in Language Teaching – Practice and Theory* (Cambridge: Cambridge University Press, 2009), 177.

¹⁶Badan Standar Nasional Pendidikan – Depdiknas, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (Jakarta: Depdiknas, 2006), 14 – 15.

Syllabus development can be carried out by teachers on their own or in groups in a school/madrasah or several schools, groups of Subject Teacher Meeting (MGMPs) or Teacher Activity Center (PKG), and the Department of Education.

- 1) Prepared independently by the teacher when the teacher is able to recognize the characteristics of learners, school conditions/madrasah and the environment.
- 2) If the subject teachers for some reason have not been able to independently carry out the development of the syllabus, the school/madrasah may seek to form a group of subject teachers to develop a syllabus that will be used by the school/madrasah.
- 3) In SD/MI all classroom teachers, from grade I to grade VI, create a syllabus together. In SMP/MTs for teaching science and social studies integrated drafted jointly by the teacher concerned.
- 4) Schools/madrasah syllabus has not been able to develop independently, should join with schools/madrasah other through forums MGMPs/PKG to jointly develop a syllabus that will be used by the schools/madrasah within the scope of MGMP/PKG local.
- 5) Department of Education/Department which handles religious affairs in the field of local governance to facilitate the preparation of

syllabus by forming a team of experienced teachers in their respective fields.

There are Syllabus Development Steps, they are:

1) Assessing the standard competency and basic competency

Reviewing standards competency and basic competency subjects as specified in the Standards Content, taking into account the following matters:

- a) sequence based on the concept hierarchy of disciplines and/or the level of difficulty of the material, not necessarily in the order that is in SI;
- b) linkages between standard competency and basic competency in subjects;
- c) linkages between standards of competency and basic competency between subjects..

2) Identifying Topic/Learning

Identifying the subject matter/learning that support the achievement of basic competency by considering: a) potential learners; b) relevance to regional characteristics; c) level of physical, intellectual, emotional, social, and spiritual learners; d) usefulness for learners; e) structure of science; f) actuality, depth, and breadth of

learning materials; g) relevance to the needs of learners and the demands of the environment; and h) time allocation.

3) Developing Learning Activities

Learning activities are designed to provide learning experiences involving mental and physical processes through interactions among learners, learners with the teachers, environment, and other learning resources in order to achieve basic competence. Experiential learning is to be implemented using varied instructional approaches and learner-centered. Learning experience that includes life skills need to master.

The things that must be considered in developing learning activities are as follows.

- a) Structured learning activities to assist educators, especially teachers, in order to implement the learning process in a professional manner.
- b) Learning activity includes a series of activities that must be carried out by learners in order to achieve basic competence.
- c) Determination of the sequence of learning activities must be in accordance with the hierarchy of the concept of learning materials.

- d) Formulation statement in minimal learning activities indicators contains two elements that reflect the management of students' learning experiences, the student's activities and materials.

4) Formulate Competency Achievement Indicators

Indicators are markers of achievement of basic competencies that are characterized by changes in behavior that can be measured. It includes the attitudes, knowledge, and skills. Indicators are developed in accordance with the characteristics of learners, subjects, educational units, potential areas and formulated in a measurable verb operational and / or observable. Indicators are used as a basis to develop an assessment tool.

5) Determination of Type Rating

Assessment of students achieving basic competency is based on indicators. Assessment is done using tests and non-test in the form of written or verbal, performance observation, measurement of attitudes, assessment of the work of a task, project, and / or product, the use of portfolios and self-assessment.

Assessment is a series of activities to acquire, analyze, and interpret data on the process and outcomes study of students who performed in a systematic and continuous, so that it becomes meaningful information in decision-making.

The things that need to be considered in the assessment:

- a) Directed assessment to measure achievement of competence.
- b) Assessment using reference criteria, based on what students can do after following the learning process, and not to determine the position of a person against his group.
- c) Planned system is a rating system that is sustainable. Sustainable in the sense that all the indicators are billed, then the results were analyzed to determine competency base that has been owned and are not, as well as to know the difficulties of the learners.
- d) Assessment results were analyzed to determine the follow-up. Follow-up in the form of subsequent remedial learning, remedial programs for students whose achievement of competence under the completeness criteria, and program enrichment for students who have met the completeness criteria.
- e) Assessment system must be tailored to the learning experience to be taken in the learning process. For example, if the learning approach to the evaluation task field observations should be given to both the process (process skills) such as interview techniques, and products / results of field observations in the form of information needed.

6) Determining the Time Allocation

Determination of the allocation of time on each core competencies are based on the number of weeks and the effective allocation of time subjects per week taking into account the amount of basic competence, breadth, depth, complexity, and level of interest of basic competence. Allocation of time specified in the syllabus is the average estimated time to master the basic competencies needed by all students.

7) Determining the Source of Learning

Learning resources are references, objects and / or materials that are used for learning activities, in the form of print and electronic sources, as well as the physical environment, natural, social, and cultural. Determination of learning resources based on standard competency and basic competency and subject matter / learning, learning activities, and indicators of achievement of competence.

Designing syllabus can use one suitable format with needs of unity of education. There are two kinds, namely column (format 1) and description (format 2). In arrangement of format for basic competency (KD), order of placing of main materials/learning process, activities of learning, indicators, and the others can be determined by each unit of educational institution (school), as far as not to decrease the components in syllabus.

- b. Lesson Plan (RPP)
- c. Appendixes (annual program, semester program, standard competency (SK) and local basic competency (KD), self-development program, other programs, such as mapping basic competency (KD) or indicator).¹⁷

Learning English in Junior High School (SMP/MTs) is targeted for level *functional* namely oral and text communication to finish daily matters, whereas in Senior High School (SMA/MA) is hoped to achieve level *informational* since Senior High School are prepared to continue their education to university. Level of literacy for *epistemic* is though too high to be achieved possibly by students of Senior High School (SMA/MA) since English in Indonesia functions as a foreign language.¹⁸

English subject in Senior High School (SMA/MA) is aimed to make the students have skills namely:

- a. To develop the competency for oral and textual communication to achieve literacy level *informational*.
- b. To have the awareness on essence and necessity of English to improve nation's competitiveness in global society.

¹⁷Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan Sekolah Menengah Pertama, *Buku Saku Kurikulum Tingkat Satuan Pendidikan (KTSP) Sekolah Menengah Pertama Departemen Pendidikan Nasional*, (Jakarta: Depdiknas, 2009), 3 – 4.

¹⁸Bambang Sudibyo, *Lampiran 3 Standar Isi Pendidikan oleh Satuan Pendidikan Dasar Dan Menengah*. (Jakarta: Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006), 307.

- c. To develop the understanding of students on relationship between language and culture.

The area of English subject in Senior High School (SMA/MA) covers: ¹⁹

- a. Discourse skill, namely skill of understanding and/or producing oral skill and/or text that is realized in 4 (four) skills of using language, namely listening, speaking, reading, and writing skill by combining to achieve literacy level *informational*;
- b. Understanding skill and producing the various short functional text and monolog and essay have a shape *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking*. Gradation of teaching materials seems to use of vocabulary, grammar, and rhetorical steps;
- c. Supporting competency namely linguistic competency (using of grammar and vocabulary, phonetic, morphemic, social culture competency (using of expression and action of language as being received in all types of communication context), strategy of competency (solving problems that appears in communication process with all types of way in order to communicate continually), and competency of conversation shaper (using ware of conversation shaper).

¹⁹Ibid, 308.

Standard competency (SK) and basic competency (KD) through Standardized Institution of National Education (BSNP) for Speaking Skill of Senior High School at Social Department's 11 (eleventh) grade.

Table 1. Standard Competency and Basic Competency for English

No	Standard Competency	Basic Competency
1	3. Expressing the meaning of conversation text of formal transactional and interpersonal continually (<i>sustained</i>) in the context of daily life.	<p>3.1. Expressing the meaning of formal transactional conversation (<i>to get things done</i>) and interpersonal (socializing) continually (<i>sustained</i>) by using the variety of oral language accurately, fluently and acceptably in the context of daily life and containing speech act: conveying opinion, asking opinion, expressing satisfaction, and expressing dissatisfaction.</p> <p>3.2. Conveying the meaning of conversation of formal transaction (<i>to get things done</i>) and interpersonal (socializing) continually (<i>sustained</i>) by using the variety of oral language accurately, fluently, and acceptably in the daily life and containing speech act: advising, cautioning, giving permission, and expressing the feeling of <i>relief</i>, <i>pain</i>, and <i>pleasure</i></p>
2	4. Expressing the meaning of short functional text and monologue shapes <i>report</i> , <i>narrative</i> and <i>analytical exposition</i> in the daily life.	<p>4.1. Conveying the meaning of formal and informal short functional oral text accurately, fluently, and acceptably in the variety of daily life.</p> <p>4.2. Conveying the meaning of monologue text by using the variety of oral language accurately, fluently, and acceptably in the context of daily life in text shapes: <i>report</i>, <i>narrative</i>, and <i>analytical exposition</i>.</p>
3	9. Expressing the meaning	9.1. Expressing the meaning of

	of conversation text for formal transactional and interpersonal continually (<i>sustained</i>) in the context of daily life.	<p>transactional conversation (<i>to get things done</i>) and interpersonal (socializing) in formal and continually (<i>sustained</i>) by using the variety of oral language accurately, fluently, and acceptably in the context of daily life and involving speech act: expressing actions towards something, expressing the feeling of love, and expressing the feeling of sad.</p> <p>9.2.Expressing the meaning of transactional conversation (<i>to get things done</i>) and interpersonal (socializing) in formal and continually (<i>sustained</i>) that uses the variety of oral language, accurately, fluently, and acceptably in the context of daily life and involving speech act: expressing the feeling of shy, expressing the feeling of anger, and annoyed.</p>
4	10. Expressing the meaning of short functional text and essay shapes <i>narrative, spoof</i> and <i>hortatory exposition</i> in the context of daily life.	<p>10.1.Expressing the meaning of formal and informal short functional text in using the variety of oral language accurately, fluently, and acceptably in the context of daily life.</p> <p>10.2.Expressing the meaning of essay by using the variety of oral language accurately, fluently, acceptably in the context of daily life in text shapes: <i>narrative, spoof, and hortatory exposition</i></p>

E. English Speaking Skill

English is a main subject that is taught in level of senior high school in order for students to face the international community in the future. In English, there are 4 (four) main skills, namely: listening, speaking, reading, and writing

skills. Every skill has been arranged well since primary school to middle school, until they are able to face the National final Exam (UAN) and almost all of them got satisfied grades, yet most graduate still have low speaking English skill.

Speaking – as a communication way – becomes an important skill which should have ideal proportion for students through an especially treatment in order to students are able to express they opinions to the other even in English. They should practice more to speak in time apart to focus on development of English skill, for instants in solving a problem to stimulate the students to speak English. In SBC, the teacher has more chances to treat the students since it gives more authority to develop students' ability in meeting their needs. Dr. Sharma S Mantha and Mr. M. Sivaramakrishna state that:

The ability to effectively communicate with other people is an important skill. Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skilfully, and responsibly, but without sacrificing their own needs and integrity.²⁰

Therefore, the researcher want to find out how SBC implementation for English speaking skill in SMA Khadijah and to achieve a proportional speaking skill in English as a media of universal communication. Theoretically, SBC becomes an application of a humanity theory in education where there is an authority to determine materials of education to achieve the good humanity.

²⁰ Centre for Good Governance, *Handbook on Communication Skill*, (Calcutta: CGG, 2001), 2.

Besides, speaking becomes a media of communication where none can lose speaking in the life, especially for English speaking as the means of communication in the world.